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ABSTRACT

This booklet reports the results of a survey designed to identify attitudes and preconceptions of mathematics educators and other education professionals about mathematics reform. There are two sets of findings. The first set reports items of consensus where respondents almost unanimously agreed on key issues regardless of their organizational affiliation. Points of consensus include the need to: (1) Overhaul mathematics education; (2) Expect everyone to learn some mathematics subjects; (3) Expect more in the elementary school grades; and (4) Change how mathematics is taught. The second set of findings reports on items of divergence, where respondents take substantially different stands on key issues depending upon their organizational affiliation. Points of divergence include: (1) The scope of the problem; (2) Who can learn mathematics and what they can learn; (3) Teaching methods; (4) Improving mathematics education; and (5) Awareness of new math standards. Mathematics education professionals were strongly supportive of the reform agenda, while administrators and representatives from school boards and PTA organizations were sometimes less so. (MKR)

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